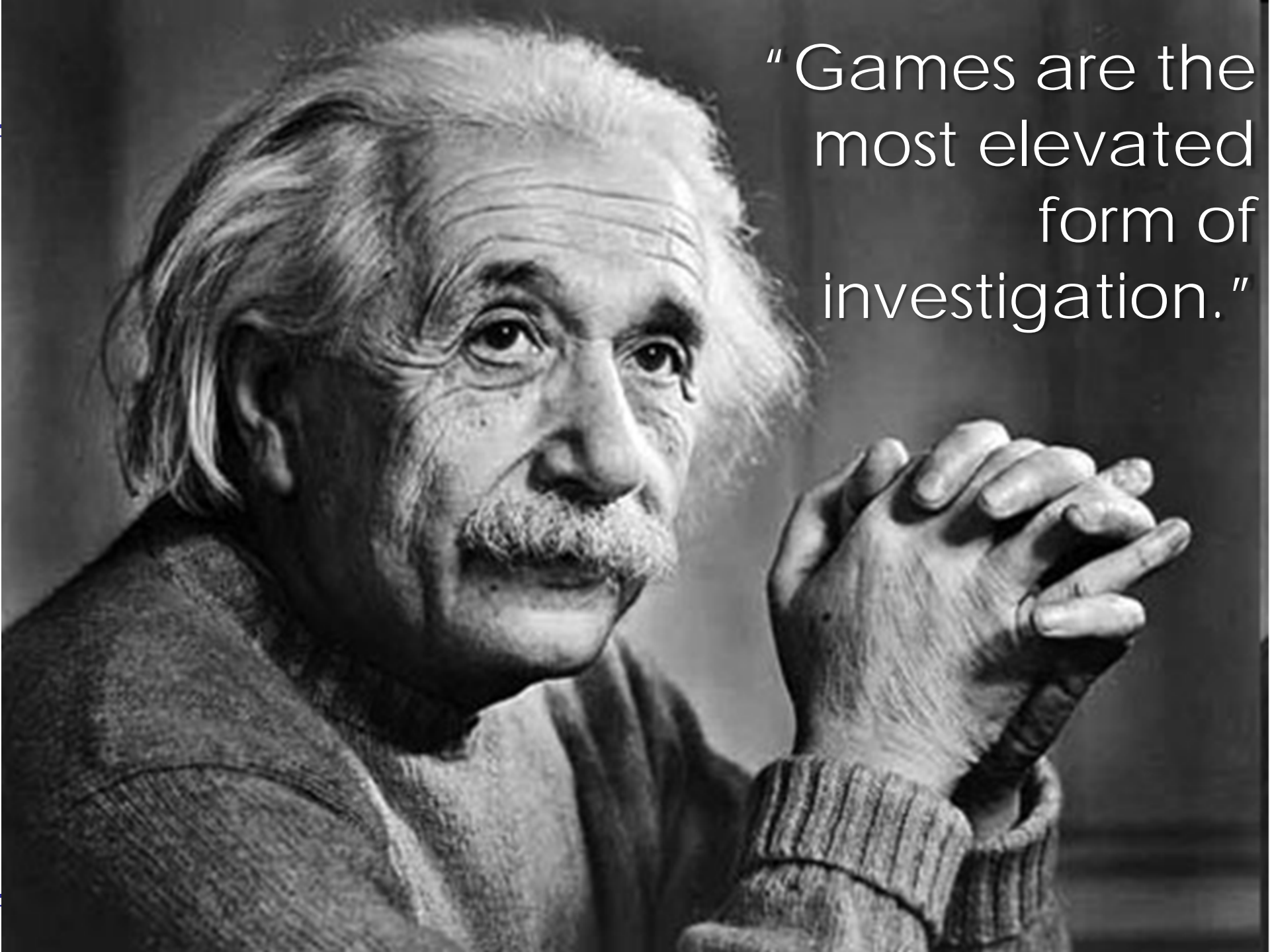




# Fostering innovation in the classroom

## Game based learning

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“Games are the most elevated form of investigation.”



- Games are a form of fun. That gives us enjoyment and pleasure.
- Games are form of play. That gives us intense and passionate involvement.
- Games have rules. That gives us structure.
- Games have goals. That gives us motivation.
- Games are interactive. That gives us doing.
- Games are adaptive. That gives us flow.
- Games have outcomes and feedback. That gives us learning.
- Games have win states. That gives us ego gratification.
- Games have conflict/competition/challenge/opposition. That gives us adrenaline.
- Games have problem solving. That sparks our creativity.
- Games have interaction. That gives us social groups.
- Games have representation and story. That gives us emotion

*Marc Prensky*



## 'A Collaborative Learning Platform Using Game-like Enhancements'

supported by the [eLearning](#) initiative of the European  
Commission



# The Collage Project

development of a new '**everywhere-learning**' and '**lifelong-learning**' culture among secondary school students, who realise that the walls of their classroom do not exist as a barrier between school activities and everyday life, and that learning is related to life in general rather than only to schooling

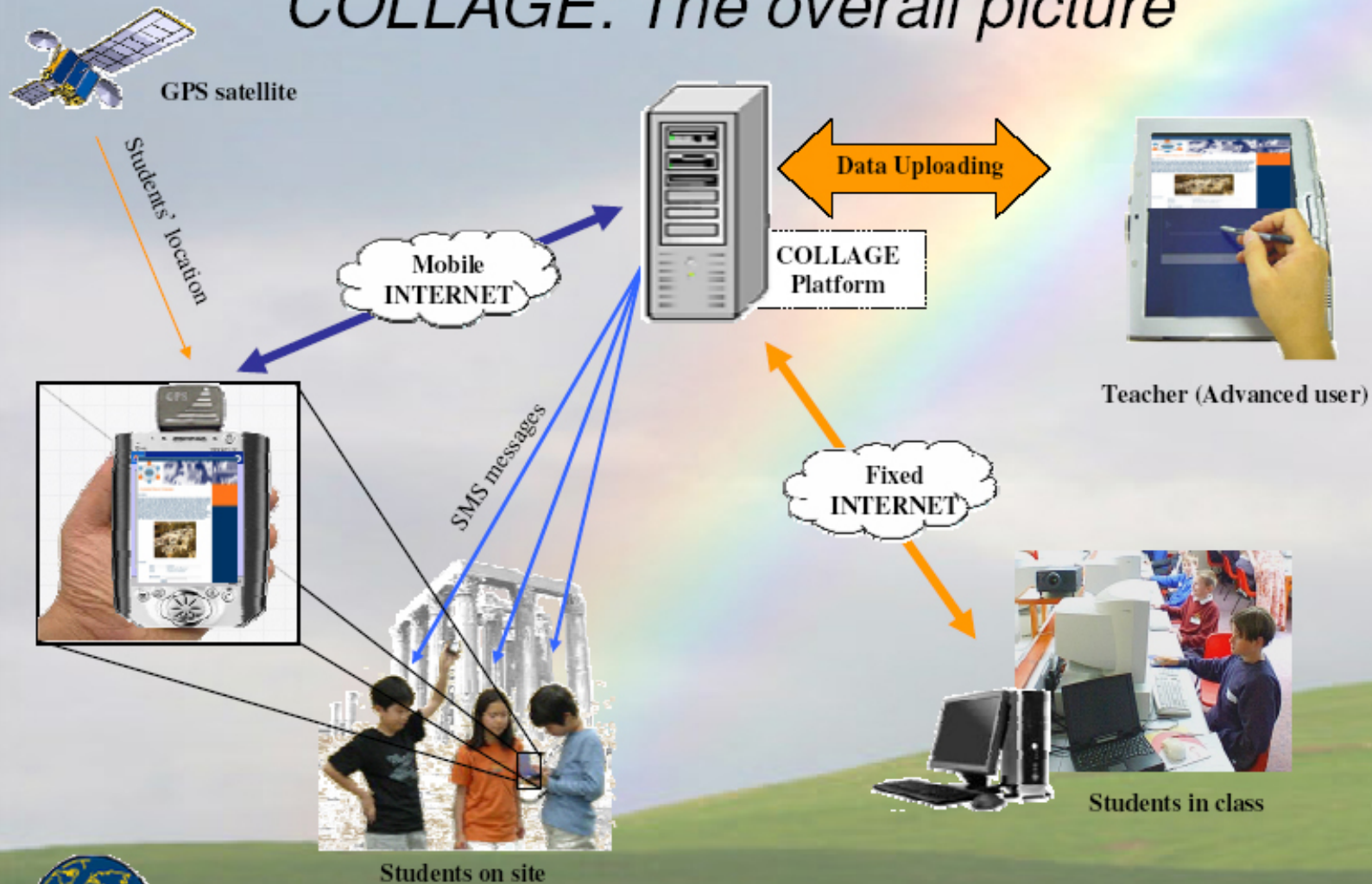
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The integration of learning into everyday activities is promoted and reinforced by **mobile technology**.



The use of **mobile devices** with Internet access facilitates **in-situ learning** and maximize the impact of information that is provided when the motivation of the learner is highest.

# COLLAGE: The overall picture





## Twinning learners in arts and humanities through game playing over a mobile learning platform

A visit to an archeological site as a board game





# c2learn

Fostering **creativity** in **learning**  
through digital **games**



‘Creative Emotional Reasoning Computational’  
Tools Fostering Co-Creativity in Learning  
Processes

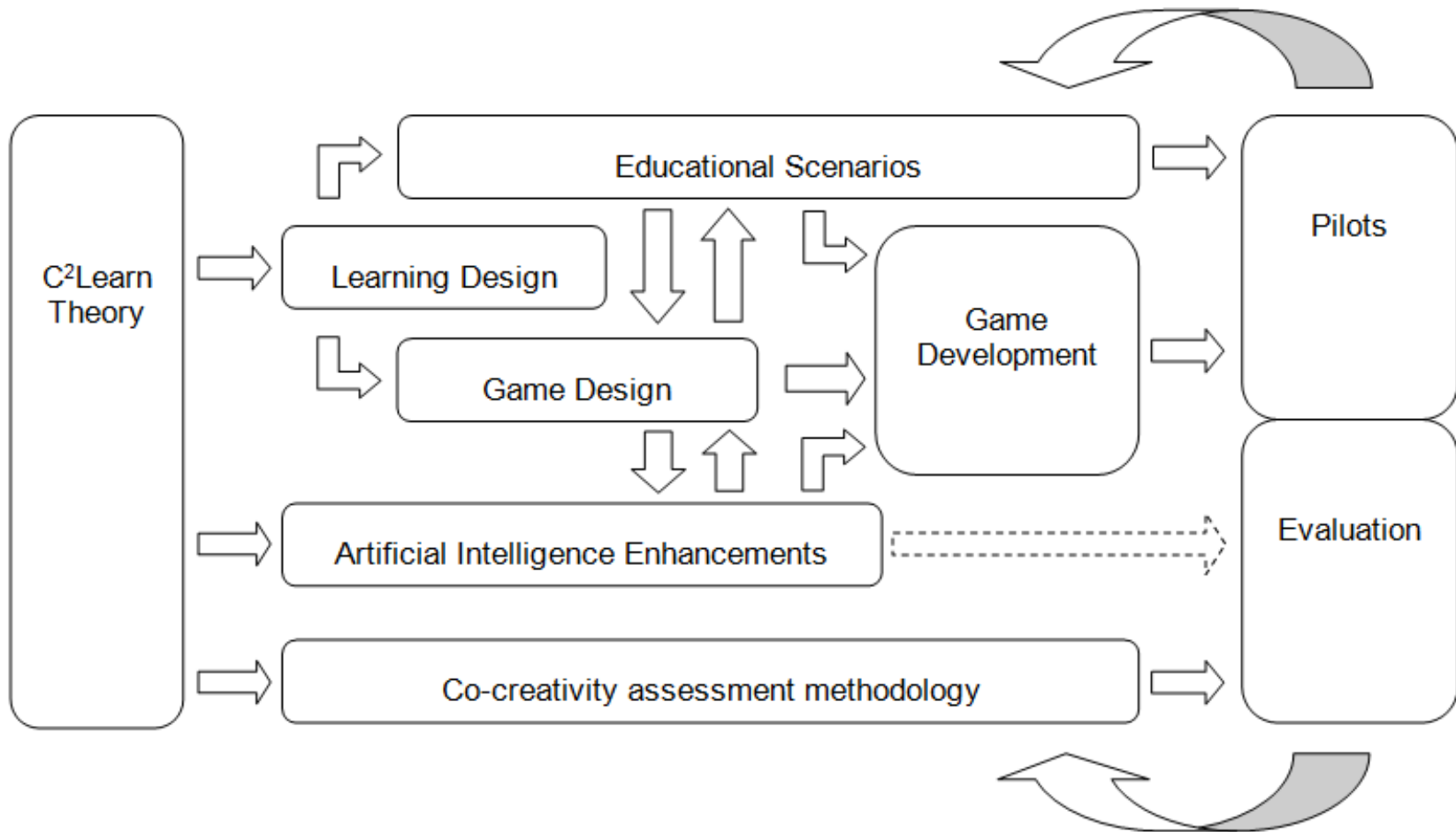


**investigating** ways in which our current understanding of **creativity in education** and **creative thinking**, on the one hand, and **technology- enhanced learning tools and digital games**, on the other hand, can be **fruitfully combined** to provide young learners and their teachers with opportunities for creative learning



- An *innovative digital gaming* and *social networking environment* incorporating diverse *computational tools*, the use of which can *foster co-creativity in learning processes* in the context of both formal and informal educational settings.
- C<sup>2</sup>Learn computational tools will provide the *conceptual, diagrammatic, and emotive* vehicles to engage learners in *creative thought and cooperation*.

# The flow of things in C<sup>2</sup>Learn





One of the drivers for C<sup>2</sup>Learn's co-creativity is for gamers to be asking '*what if*' and '*as if*' questions:

- what if I choose to explore this part of the game over another...?
- what if I use this tool to help me solve a challenge...?
- how can I imagine this as if I were...?
- what happens if I collaborate with that player as if I...?



# C<sup>2</sup>Space

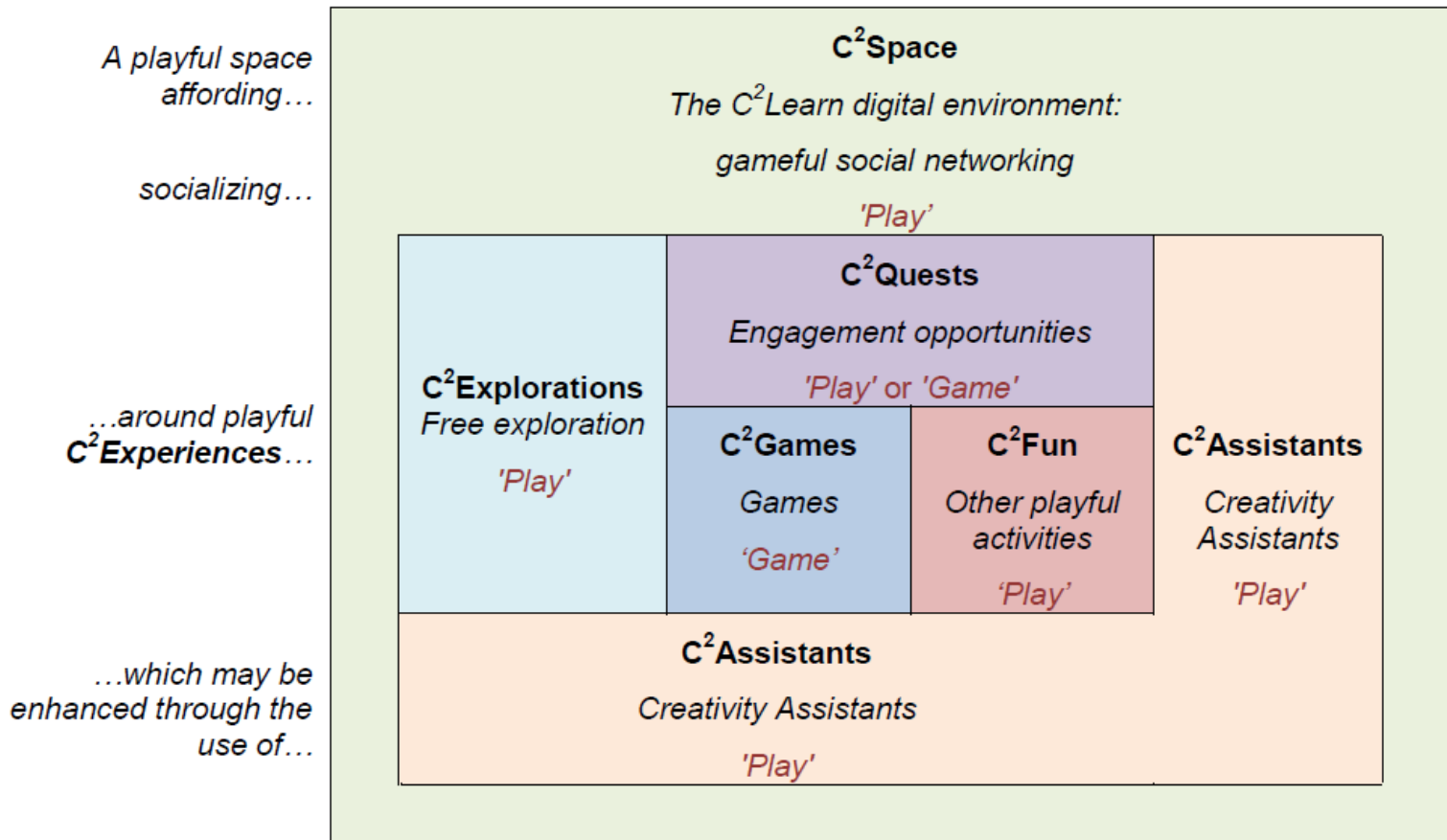


Figure 2: Architecture of digitally enabled playfulness in C<sup>2</sup>Learn



## The 4 Ps

- *pluralities*: opportunities for players to experiment with many different places, activities, personal identities, and people
- *possibilities*: opportunities for possibility thinking, transitioning from what is to what might be, in open possibility spaces
- *participation*: opportunities for players to take action, make themselves visible on their own terms, and act as agents of change
- *playfulness*: opportunities for players to learn, create and self-create in their emotionally rich, virtual and actual play-worlds

## gameplayers collaborate to:

- **generate, explore and see** how new ideas can have a **valuable impact** on their community, leaving aside ideas that do not relate to what matters to them (**attending to ethics and impact**);





## gameplayers collaborate to:

- **ask** questions, **debate** between new ideas, find ways to **negotiate** conflict or to go in a different direction to fellow players if conflict is not resolved (**engaging in dialogue**);



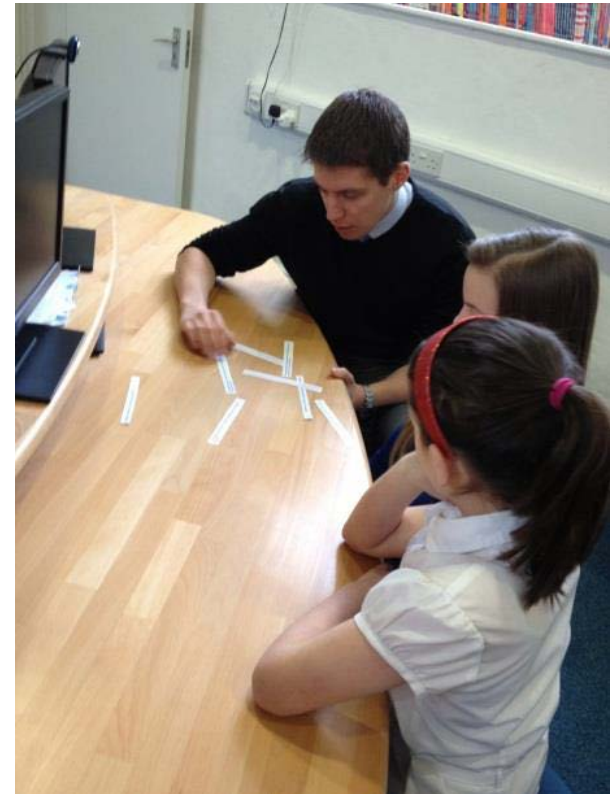
# gameplayers collaborate to:

- **take charge** of different parts of the creative process, making decisions and understanding their consequences within the rules of the game, as well as taking actions through scenarios and perhaps quests (**be in control**);



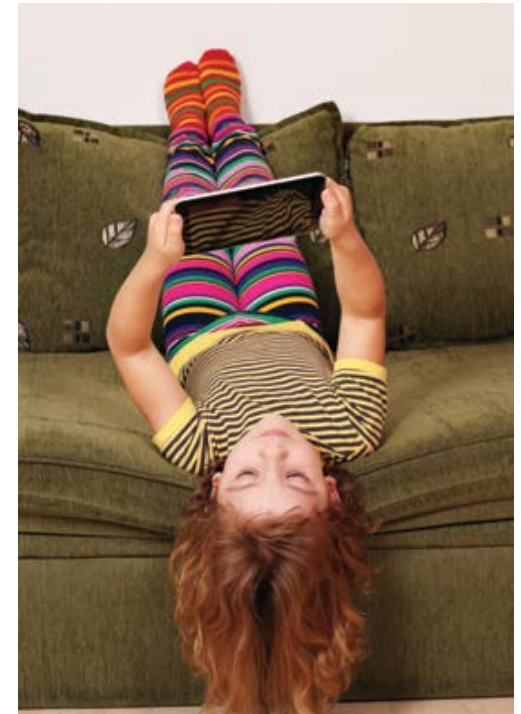
# gameplayers collaborate to:

- be **immersed** in the game and its environment, and possibly addicted to gameplay and the interactive drama played out in the game-world and in real-world spaces. This might lead to gameplayers taking risks and coming up with surprising individual or shared ideas (**engaged action**); and



## gameplayers collaborate to:

- have their thinking and action **disrupted** by the game's computational tools embedded within which are CER non-linear thinking techniques. This will move them away from established routines and patterns (**intervention resulting in reframing**).





Fostering creativity in learning  
through digital games

C2Learn  
creative learning

- Home
- The Project
- Activities
- Resources
- Publications
- News & Press
- Contact

**Creativity**

In the C2Learn project "creativity in learning processes" is conceptualised...

[more](#)

**The Game**

The C2Learn digital game environment is an open-world "sandbox" virtual space...

[more](#)

**The Tools**

The C2Learn computational tools are embedded in the gaming experience and...

[more](#)

**The Practice**

C2Learn places a strong emphasis on engaging its end-user communities...

[more](#)

**Our Community**

Your entry to C2Learn!

- Blogs
- Advanced search

**Latest News**

[New cards for c2learn!!!](#)  
The new c2learn cards are coming!!! GET READY...

[the wait comes to an end: the new c2space arrives on 20/1/2015](#)  
The new c2space will be available on 20/1/2015 much to the...

Looking back at the second year of c2learn: community building in Greece  
People directly reached included: • 16 children attending a...

**Welcome to C2Learn!**

In the C2Learn project we aim to introduce an innovative digital gaming and social networking environment incorporating diverse tools, the use of which can foster co-creativity in learning processes in the context of both formal and informal educational settings. Join us!

zygouritsas@ea.gr